

Gallery Walk

- ▶ What ideas are going well in the classrooms in your school?
- ▶ Write ideas on corresponding posters with your school name beside the idea. Include your name if the idea comes from your classroom.



EFFECTIVE CLASSROOM PRACTICES: THE "GREAT 8"

Introduction and Module 1: Expectations and Rules

Session 4: Classroom MBI
Team Training
Presented by the MBI Consultants



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

OUR EXPECTATIONS FOR TRAINING

- ▶ **BE RESPONSIBLE**
 - Make yourself comfortable & take care of your needs
 - Address question/activity in group time before discussing “other” topics
 - Use your team time wisely
 - Return promptly from breaks
- ▶ **BE RESPECTFUL**
 - Turn cell phones to “off” or “vibrate”
 - Listen attentively to others
- ▶ **BE PREPARED**
 - Ask questions when something is unclear
 - Be an active participant



Credits and Thanks to:



FORMAT OF PRESENTATION

- ▶ **Classroom Effective Practices Planning Checklist (pgs.2-4)**
- ▶ **PowerPoint Modules**
 - Trainers model first module and teams develop remaining module presentations to use with school staff
- ▶ **Work Time to Design Modules for Staff Presentation**
 - Workbook resources with **fact sheet** listing key ideas
 - **Activities and examples**
 - **Intentional and Purposeful**
- ▶ **Presentation by School Teams and Sharing Modules**
- ▶ **Update Action Plan (Ongoing)**
- ▶ **Classroom Self-Assessment** at end of training
- ▶ All materials and modules are available on **MBI web site:**
<http://opi.mt.gov/Programs/SchoolPrograms/MBI/index.html>, under Training Materials, Session IV



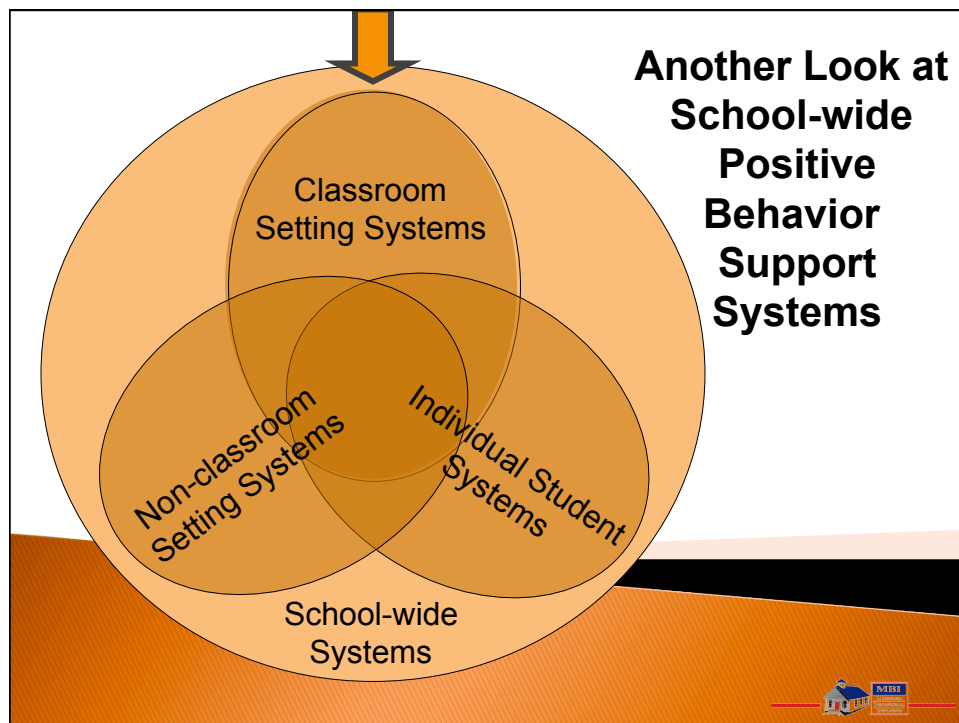
Critical Components of MBI

- ✓ Commit to a common purpose and approach to discipline ... creating a safe and welcoming culture that includes student voice and family/community involvement
- ✓ **Establish and maintain a team—with administrator support, participation and leadership—to ensure the implementation of best practice interventions and supports**
- ✓ Establish a clear set of positive expectations and behaviors
- ✓ Establish procedures for teaching expected behaviors
- ✓ Establish a continuum of procedures for encouraging expected behaviors
- ✓ Establish a continuum of procedures for discouraging inappropriate behaviors
- ✓ Establish a system for using data to make decisions and problem solve

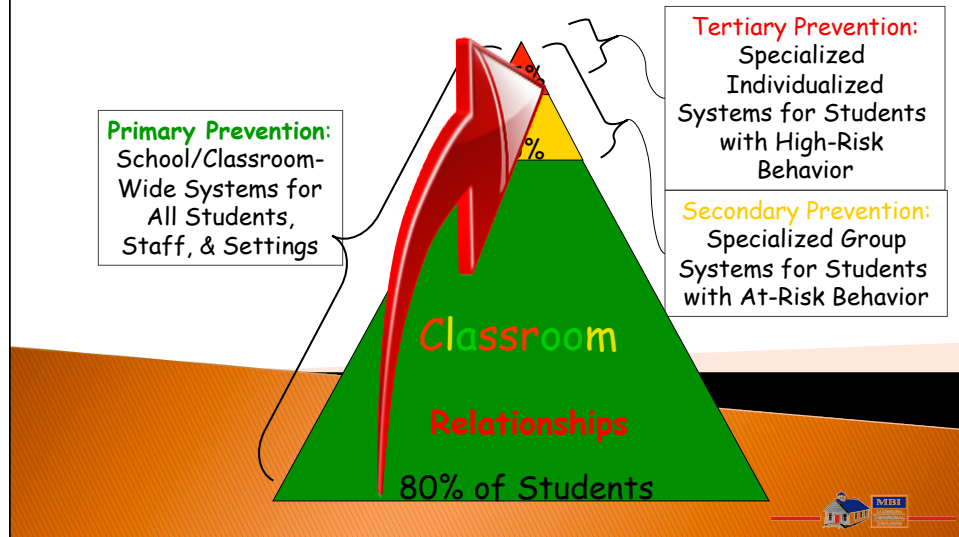


Overall Objectives

- ▶ Review the essential components of effective classrooms
- ▶ Identify actions a school-wide MBI team might take to improve the quality of classroom management throughout the school
- ▶ Develop an action plan to achieve these goals



Continuum of School-Wide Instructional and Positive Behavior Support



Main Ideas

- ▶ Blending classroom behavior support practices with school-wide systems
 - As a team, how will you work to make all classrooms effective settings?
 - How will you help teachers build on their strengths?
 - How will you support teachers to use these practices with intention?
- ▶ Melding classroom practices to promote academic gains with classroom practices to promote behavioral gains
- ▶ Creating a classroom setting that
 - Is predictable
 - Is consistent
 - Is positive
 - Promotes student independent behavior (reduce prompts)



Is there a problem?

➤ Office Discipline Referrals (ODR)

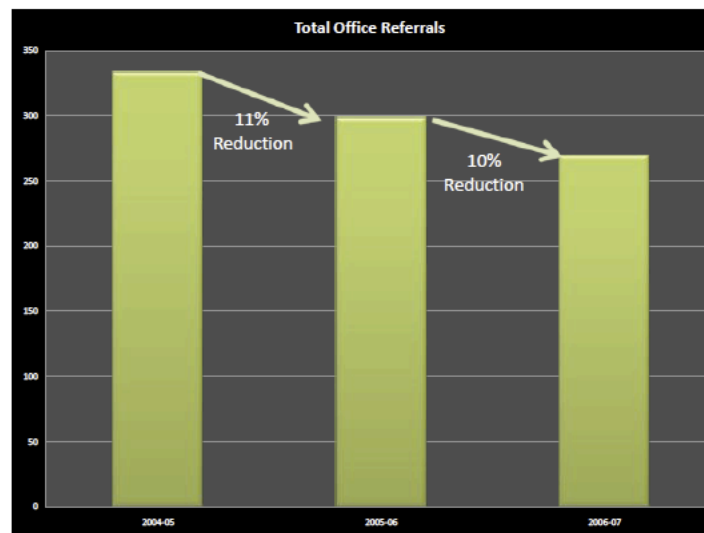
- Data system in place to monitor office discipline referral rates that come from classrooms.
- Multiply ODR x 20= teacher time loss
- Multiply ODR x 45= administrative time loss

➤ Team Implementation Checklist (TIC)

- Classroom Behavior Support Systems
 - Team has completed a school-wide classroom systems summary

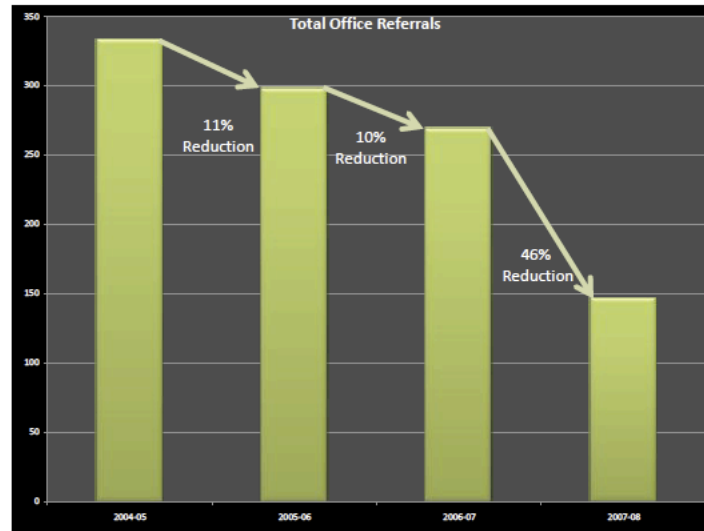
➤ Self-Assessment Survey (SAS)

- Classroom Section
 - Action plan in place to address any classroom systems identified as a high priority for change.



Newcomer, 2008





Newcomer, 2008



Effective Classroom Practices: The "Great Eight"

- ▶ Expectations and rules
- ▶ Procedures and routines
- ▶ Continuum of strategies to acknowledge appropriate behavior
- ▶ Continuum of strategies to respond to inappropriate behavior
- ▶ Active supervision
- ▶ Multiple opportunities to respond
- ▶ Activity sequence and offering choice
- ▶ Academic success and task difficulty



Effective Classroom Practices:

- ▶ Provide crucial support for the universal systems (Tier 1)
- ▶ Create a foundation of primary interventions in classroom
- ▶ Integrate classroom management and instructional practices
- ▶ Focus on preventing rather than responding
- ▶ Promote academic and behavioral competence
- ▶ Develop an effective and efficient classroom environment

Lori Newcomer, PBIS Newsletter



Other Considerations:

- ▶ The effectiveness of the teacher determines the level of student achievement.
- ▶ Of the factors that affect student learning, classroom management is the **MOST** important.
- ▶ Students want classroom management even more than the teachers because they want to feel secure.
- ▶ Students feel secure when teachers are **CONSISTENT**.

Harry Wong, *The First Days of School*



Effective Classroom Management

- ▶ Classroom management refers to all of the things that a teacher does
 - To organize:
 - students
 - space
 - time
 - materials
 - To foster:
 - student involvement
 - cooperation in all classroom activities
 - establishes a productive work environment

Harry Wong



Classroom Climate can impact Bullying Behaviors

- ▶ Article in Workbook
- ▶ Key ideas with activity
- ▶ Team Activity
 - Read the key points
 - Read the bullet points
 - Complete the "Before" Activity for each
- ▶ Be prepared to share





You'll find "Classroom Discipline in Three Easy Lessons" in fiction.



School Team Presentations

1. **Review resources**, Logon to MBI web site:
<http://opi.mt.gov/Programs/SchoolPrograms/MBI/index.html>_Training Materials, Session IV
2. **Use Module PowerPoint** to structure your presentation
 - Select information that aligns with fact sheet
 - Select information that aligns with your staff needs
 - Include rationale for what, why, who, when, where
3. **Develop a module** that is complete and can be shared with teams/staff
 - Introduce module you are presenting & rationale
 - Have audience members complete at least **1 activity**
 - Google keywords to find additional resources,
 - Hook audience by using engaging/pertinent format
 - Incorporate cartoons, You Tube video, etc.
 - Search best practices activities to include in presentation
4. **EXAMPLES, EXAMPLES, EXAMPLES:** use from Gallery Walk, your staff and other resources
5. **Embed the skill** you are teaching in your presentation as many times as you can



Resources/Suggestions

- ▶ www.PBIS.org ...Training...Student...Staff
- ▶ <http://opi.mt.gov/Programs/SchoolPrograms/MBI/index.html>, COOL TOOLS, etc.
- ▶ Google key words and module focus
 - ✓ task difficulty_classroom_module_082312 (www.pbissmissouri.org)
 - ✓ Classroom System Essential Features
 - ✓ Classroom Continuum of Corrective Feedback
- ▶ You Tube
 - ✓ Engaging Students
 - ✓ Active Supervision
 - ✓ Improving compliance with Behavioral Momentum
- ▶ Ron Clark Academy...student engagement
- ▶ Ideas from other schools - Gallery Walk



Effective Classroom Practices: The "Great Eight"

- ▶ **Expectations and rules**
- ▶ Procedures and routines
- ▶ Continuum of strategies to acknowledge appropriate behavior
- ▶ Continuum of strategies to respond to inappropriate behavior
- ▶ Active supervision
- ▶ Multiple opportunities to respond
- ▶ Activity sequence and offering choice
- ▶ Academic success and task difficulty



Expectations vs. Reality

[A Student's Perspective](#) (video)



Why Focus on Classroom Rules?

- ▶ A dependable system of rules and procedures provides structure for students and helps them **be engaged with instructional tasks** (Brophy, 1998)
- ▶ Teaching rules and routines to students at the beginning of the year and enforcing them consistently across time **increases student academic achievement and task engagement** (Evertson & Emer, 1982; Johnson, Stoner & Green, 1996)
- ▶ Clearly stating expectations and consistently supporting them **lends credibility to a teacher's authority** (Good & Brophy, 2000)



What are Expectations and Rules?

- ▶ Expectations are outcomes - school-wide **standards of conduct**
- ▶ Rules are the specific **criteria for meeting expectation outcomes**
- ▶ Rules identify and define concepts of **acceptable behavior**
- ▶ Use of expectations and rules provides a guideline for students to monitor their own behavior and they remind and motivate students to meet certain standards



Discuss: Importance of expectations and rules

- ▶ 2-Minute Frenzy
 - How has clarifying school-wide/non-classroom setting rules impacted student behavior?
 - Why do you think it is important to clarify **classroom** rules?



Guidelines for Writing Classroom Rules

Consistent with schoolwide expectations/rules

1. Observable
2. Measureable
3. Positively stated
4. Understandable
5. Always applicable - Something the teacher will consistently enforce



Other Considerations:

- ▶ Students play a role in formulating rules
- ▶ Rules displayed prominently; easily seen
- ▶ Teacher teaches, models and reinforces consistently
- ▶ Few in number (5)
- ▶ Simple & age appropriate
- ▶ Rules that are easily monitored



Expectations and Rules Example...

	School-wide Expectations		
	Be Safe	Be Respectful	Be Responsible
Classroom Rules	<ul style="list-style-type: none"> • Keep Hands & feet to self • Use materials correctly 	<ul style="list-style-type: none"> • Raise your hand to speak • Respect classmates in words and actions 	<ul style="list-style-type: none"> • Bring paper, pencil & book to class • Come to class with all required materials • Turn completed assignments in on time



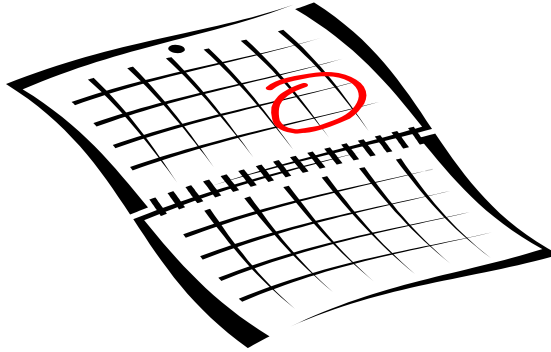
Which of These Follow the Guidelines?

- ▶ Do what your teacher asks immediately
- ▶ Work during work times
- ▶ Respect others
- ▶ Walk in the hallways
- ▶ Don't run
- ▶ Think before responding
- ▶ Be ready to learn



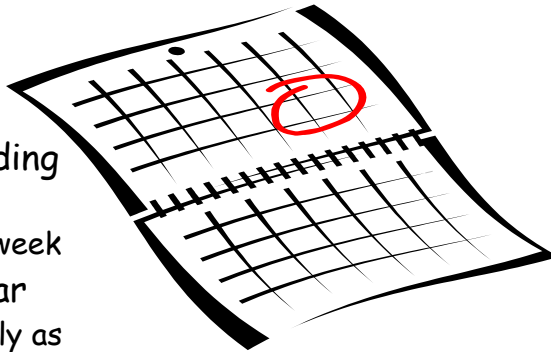
Schedule for Teaching Classroom Rules

- ▶ First Grading Period
 - Teach rules for all areas of school, **including individual classrooms**, during first week of school
 - After first week, review rules 2 or 3 times/week



Schedule for Teaching Rules

- ▶ Through Second Grading Period
 - Review rules once per week
- ▶ Remainder of the Year
 - Review rules periodically as needed



Be Creative with Lesson

Classroom Expectations and Procedures (video)



References

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- ▶ Evertson, C., & Emmer, E. (1982). Preventive classroom management. In D. Duke (Ed.), *Helping teachers manage classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development.
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- ▶ Freiberg, J., Stein, T., & Huan, S. (1995). Effects of a classroom management intervention on student achievement in inner-city elementary schools. *Educational Research and Evaluation*, 1, 36-66.
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Fact Sheet



Classroom Rule Writing Activity 1

(individual classroom rules)

- ▶ List problem behaviors in your classroom
- ▶ List replacement behavior (what we want kids to do instead)
- ▶ List school-wide expectations
- ▶ Categorize rules within school-wide expectations

**Post, teach and acknowledge student compliance of rules*



Handouts 1 & 2



Classroom Rules Survey Activity 2

(classroom rules on SW matrix)

- ▶ Write expectations from the SW matrix.
- ▶ List classroom rules for each expectation.
- ▶ Check if rules meet 5 criteria.
 - Observable, Measurable, Positive, Understandable, Always Applicable
- ▶ Use survey questions to consider how expectations and rules are used throughout the building.

Handout 3

